



**THE SPEAKING ABILITY OF TENTH GRADE STUDENTS OF SMA N 2
KUDUS TAUGHT BY USING EXTENSIVE READING ACTIVITIES
IN THE ACADEMIC YEAR 2011/2012**

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UNIVERSITY OF MURIA KUDUS
2012**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana
Program in English Education**

By

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2012**

MOTTO AND DEDICATION

Motto:

- ☆ *“Stand up for life”*
- ☆ *“Love guides happiness”*



This skripsi is dedicated to:

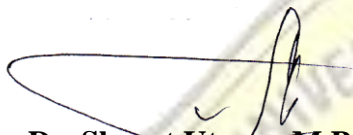
- ☆ My beloved father in heaven
- ☆ My lovely great mother
- ☆ My dearest brother
- ☆ My best friend “What Is It” group
(Qy2, mb.Lisa, Lita, Mega, Hepy,
Nui’mah, Sulya, Phuir, Nuaphi,
Nudayah)
- ☆ My secret admirer, Elbow

ADVISORS' APPROVAL

This is to certify that the sarjana skripsi of Nurul Chafilah NIM 2008-32-139 has been approved by the skripsi advisors for further approved by the examining committee.


Kudus, 19th July 2012

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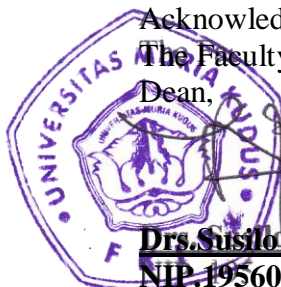
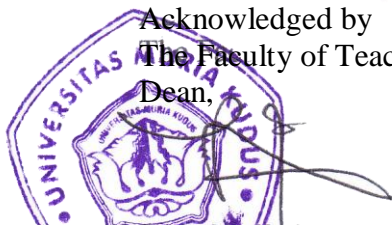
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Dean,

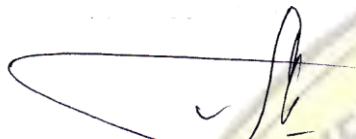


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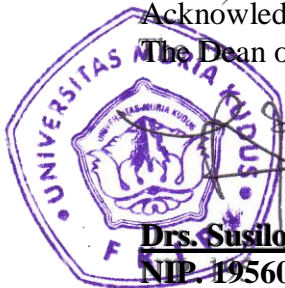
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8. My lovely brother named Moch Ridho who always helps me to clean our house.
9. My amazing best friends “What Is It” who give much motivation, support, critic, suggestion and make my life to be wonderful; Qy2, Lisa, Sulita, Sumega, Heppy, Nui’mah, Sulya, Phuiroh, Nuaphi, and the last Nudayah.
10. My special closed friend who gives me many taste of life, Elbow.
11. And to all of my friends in Muria Kudus University.

Finally, the writer would like to welcome any constructive criticism and suggestion for making better. Hopefully, this skripsi would give contribution for teacher, students and also readers.

Kudus, 19th July 2012

Nurul Chafilah

ABSTRACT

Chafilah, Nurul. 2012. *The Speaking Ability of the Tenth Grade Students of SMA N 2 Kudus in the academic year 2011/2012*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Dr. Slamet Utomo, M.Pd (ii) Atik Rokhayani, S.Pd, M.Pd.

Key words: speaking, extensive reading activities

Human born with a native language makes many languages exist in this world. It forces us to master a language which performs as lingua franca. Today, English performs as lingua franca. This language becomes an important part in all aspects especially in education of this country. English is learnt as the foreign language in schools and as the second language in international based schools which officially conducted by the government. Although it is learnt as foreign or second language in the school, the important thing of learning English is speaking because language is actually for communication. To make learning speaking becomes successful, the English teacher or researcher always looks for the effective technique to teach speaking. One of the techniques that can be used to teach speaking is by using extensive reading activities.

This research is conducted by the writer to find out the speaking ability of tenth grade students of SMA N 2 Kudus taught by using extensive reading activities, taught by using presentation, practice and production in academic year 2011/2012 and whether any significant difference between the speaking ability of tenth grade students of SMA N 2 Kudus taught by using extensive reading activities, presentation, practice and production in academic year 2011/2012.

This is an experimental research which uses two groups as experimental class and control class. Both of the classes are given the treatment for six meetings. The writer teaches the experimental class by using extensive reading activities while the teacher teaches the control class by using presentation, practice and production. The population of this research is all of tenth grade students of SMA N 2 Kudus in the academic year 2011/2012. To make the research more effective, the writer would like to take the sample of the research by using cluster random sampling. After the treatment is given, the instrument to measure the speaking ability of the students is educational measurement with achievement test. The writer measures the students' speaking performance with the scoring scale from Brown. This is an experimental research which the data is in the form of numeric so this is analyzed through statistical technique.

The result of this research shows that the speaking ability of the tenth grade students of SMA N 2 Kudus taught by using extensive reading activities is categorized as good while the speaking ability of the tenth grade students of SMA N 2 Kudus taught by using PPP (presentation, practice and production) is categorized as sufficient. Meanwhile, it also shows that there is a significant difference between the speaking ability of the tenth grade students of SMA N 2 Kudus taught by using extensive reading activities and taught by using PPP

(presentation, practice and production) in the academic year 2011/2012. The mean score of experimental class is higher than control class ($7.9 > 7.3$). Meanwhile for the t-observation obtained is 3.05. This result is greater than the t-table (2.000) in level of significant 0.05 with degree of freedom (df) 62.

Due to the fact that extensive reading activities are a good technique to teach speaking, the English teachers of senior high school level are suggested to apply extensive reading activities in the teaching learning process as a technique to teach speaking during extensive reading activities offer more chance to the students to speak up by following its activities.



ABSTRAKSI

Chafilah, Nurul. 2012. *Kemampuan berbicara Siswa Kelas X SMA N 2 Kudus di Tahun Ajaran 2011/2012*. Skripsi. Program Studi Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Dr. Slamet Utomo, M.Pd (2) Atik Rokhayani, S.Pd, M.Pd.

Kata Kunci: berbicara, aktivitas banyak membaca

Seseorang dilahirkan dengan sebuah bahasa sehingga membuat banyak bahasa yang hidup di dunia ini. Hal tersebut memaksa kita agar menguasai bahasa yang digunakan untuk berinteraksi dengan seseorang yang mempunyai bahasa yang berbeda. Saat ini, bahasa Inggris merupakan bahasa internasional yang digunakan untuk berinteraksi dengan bahasa yang berbeda. Bahasa tersebut menjadi bagian yang penting dalam semua aspek termasuk pendidikan dalam negara ini. Bahasa Inggris dipelajari sebagai bahasa asing di sekolah dan sebagai bahasa kedua di sekolah berstandar internasional yang diselenggarakan oleh pemerintah. Apakah bahasa ini dipelajari sebagai bahasa asing atau bahasa kedua, hal yang terpenting dalam mempelajari bahasa Inggris adalah berbicara. Untuk membuat pembelajaran berbicara bahasa Inggris efektif, guru bahasa Inggris atau peneliti selalu mencari teknik yang efektif untuk mengajar berbicara. Salah satu teknik yang dapat digunakan untuk mengajar berbicara adalah dengan menggunakan aktivitas banyak membaca.

Penelitian ini dilaksanakan untuk mencari tahu kemampuan siswa berbicara bahasa Inggris kelas sepuluh di SMA N 2 Kudus yang diajar menggunakan aktivitas banyak membaca, diajar dengan presentasi, praktik, dan produksi di tahun ajaran 2011/2012 dan apakah ada perbedaan kemampuan berbicara bahasa Inggris siswa kelas sepuluh di SMA N 2 Kudus di tahun ajaran 2011/2012 antara yang diajar dengan aktivitas banyak membaca dan presentasi, praktik, dan produksi atau tidak.

Ini adalah penelitian eksperimen yang menggunakan dua kelas sebagai kelas percobaan dan control. Kedua kelas tersebut diberikan perlakuan khusus selama 6 kali pertemuan. Penulis mengajar kelas eksperimen dengan menggunakan aktivitas banyak membaca sementara guru bahasa Inggris mengajar kelas control dengan menggunakan presentasi, praktik, dan produksi. Populasi dalam penelitian ini adalah semua siswa kelas sepuluh SMA N 2 Kudus di tahun ajaran 2011/2012. Untuk membuat penelitian lebih efektif, penulis mengambil sampel penelitian dengan menggunakan *cluster random sampling*. Setelah perlakuan khusus diberikan, alat untuk mengukur kemampuan berbicara adalah menggunakan pengukuran pendidikan yaitu tes. Penulis menilai percakapan siswa dengan menggunakan skala penilaian dari Brown. Ini adalah penelitian eksperimen yang datanya berbentuk angka jadi analisis datanya menggunakan teknik statistik.

Hasil dari penelitian ini menunjukkan bahwa kemampuan berbicara siswa kelas sepuluh SMA N 2 Kudus yang diajar dengan aktivitas banyak

membaca adalah bagus sementara yang diajar dengan presentasi, praktik, dan produksi adalah cukup. Ini juga menunjukkan bahwa ada perbedaan antara kemampuan berbicara siswa kelas sepuluh SMA N 2 Kudus yang diajar dengan aktivitas banyak membaca dan diajar dengan presentasi, praktik, dan produksi di tahun ajaran 2011/2012. Nilai rata-rata kelas eksperimen lebih tinggi dibandingkan kelas control ($7.9 > 7.3$). Sementara untuk t-penelitian yang didapat adalah 3.05. Hasil tersebut lebih besar dari t-tets (2.000) di tingkat perbedaan 0.05 dengan derajat kebebasan (df) 62.

Dikarenakan fakta bahwa aktivitas banyak membaca adalah teknik yang bagus untuk mengajar berbicara, guru bahasa Inggris ditingkat menengah atas disarankan untuk menerapkan aktivitas banyak membaca dalam kegiatan belajar mengajar sebagai teknik untuk mengajar berbicara selama aktivitas banyak membaca memberikan kesempatan lebih kepada siswa untuk berbicara dengan mengikuti aktifitas-aktifitasnya.



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